

School No.:151629

Quality Review Report (Translated Version)

**Yuen Long Church (Church of Christ in
China) Chan Kwong Kindergarten**

**5-7 Ping Shun Street, DD 120, Lot 4011 & YLTL 31,
Yuen Long, New Territories**

15, 16, 17 & 21 January 2019

**Kindergarten Inspection Section
Education Bureau**

Education Bureau
The Government of the Hong Kong Special Administrative Region (2019)

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Dates of Quality Review: 15, 16, 17 & 21 January 2019

School met the standards of Quality Review

School did not meet the standards of Quality Review

School Performance

1. Promoting Continuous Development of School

1.1 The school cooperates closely with its neighbouring kindergarten under the same sponsoring body. By means of collaborative curriculum planning, promotion of school matters, sharing of teaching resources and venues, etc., it achieves the greatest benefits with good use of resources. Members of the management have worked together for years. With close communication and cooperation, they steer the school's administration and curriculum development with concerted efforts. The management has also actively led the teaching team to follow up the recommendations of the previous Quality Review so as to enhance the work in different domains continuously. The school has clear responsibilities and roles as well as distribution of work. The management is able to allocate duties according to teachers' expertise and experience. Through delegation of authorities, teachers are enabled to discharge their duties and exploit their potential which are conducive to the professional growth of the teaching team. The management creates a caring working atmosphere and encourages open communication to promote team spirit among staff. The team develops a strong sense of belonging to the school. Staff support one another and promote the school's continuous improvement collaboratively.

1.2 The management leads all teachers to participate in the School Self-evaluation work. It collects information through various channels such as curriculum and functional committee meetings, teaching reflections and stakeholders' surveys. It then assesses the effectiveness of the school work in different domains by means of collective discussions. The school is able to devise suggestions for improvement and review the developmental needs of the school according to the assessment results. The inter-connected self-evaluation process, viz. planning, implementation and evaluation, has been adopted in its daily work. In recent years, the school has regarded fostering children's moral development as its major concern. It makes use of picture books to present good moral behaviours to children in a concrete way.

The school maps out appropriate strategies in a step-by-step manner, including the provision of relevant books and the adjustment of the teaching schedule. After review, the school enhances the deployment plan in this school year. In addition to formulating the focus of moral development for each grade level, it also evaluates children's moral development in a focused and concrete manner so as to enhance the effectiveness of the plan. The results has been observed.

- 1.3 The school develops a clear and systematic mechanism to help teachers identify children with special needs at an early stage for taking timely follow-up actions. The school also provides newly admitted children with appropriate support. During adaptation period, suitable human resources are deployed to ensure that children are well taken care of. The school maintains close connection with parents to inform them of their children's adaptation progress. In recent years, the school has strengthened home-school cooperation gradually and encouraged parents to participate in diversified school activities such as parent storytellers and parent volunteers, etc. Parents of K2 children are arranged with lesson observation to understand their children's learning at school. Meanwhile, the school arranges different parent education seminars to enhance parents' knowledge of child development and parenting skills. Parents are willing to participate in school activities, which becomes one of the driving forces for promoting the school's continuous development.

2. Learning and Teaching

- 2.1 The school makes reference to the *Kindergarten Education Curriculum Guide* and the teaching packages to devise the curriculum while taking into account children's needs. The curriculum is comprehensive and balanced. It meets children's abilities and development in general. Teachers design fun-filled activities and adopt strategies which focus on sensory exploration and play to unleash children's creativity. They also arrange theme-based learning activities like outings and internal exhibitions to enrich children's life experience effectively. The school arranges sufficient music, physical, art and free choice activities for children every day in light of their needs of balanced development. Moreover, it has already reduced the amount of copying assignment for K2 children so that they are provided with more time for free choice activities, thereby increasing the opportunities of self-directed learning. Yet, a small part of learning content for K3 children in the second

school term is still considered too difficult. The school should abandon such inappropriate arrangement. Besides, the school arranges K1 children to practise writing through tracing patterns and dotted lines in the second school term. The teaching and learning progress is too fast that the school must abandon the practice. In the second school term, K3 children are arranged for transition programme preparing them for the interface between kindergarten and primary education, yet the school fails to provide them with music, physical and free choice activities every day. Also, K3 children are arranged for mock dictations and tests instead to experience primary school life. The school must rectify these arrangements so as to provide children with balanced and appropriate learning experience when introducing primary school life to them.

- 2.2 The school has developed a systematic curriculum coordination mechanism. Apart from setting up a curriculum task force for each grade level, the school also sets up a working group to plan activities for all learning areas to ensure a comprehensive and balanced curriculum. By means of empowerment and unleashing teachers' potential, the management encourages teachers to creatively design diversified learning activities with unique class features. It monitors curriculum implementation through lesson observation, attending meetings and scrutinising teaching documents. During meetings for lesson planning, teachers devise learning focuses and design teaching activities collaboratively while enhancing the curriculum by making reference to the past experience. Teachers conduct teaching reviews regularly. They reflect on their teaching and make concrete suggestions according to the teaching objectives and children's performance for most of the time. The school arranges peer lesson observation to facilitate professional sharing. It also focuses on exploring the effectiveness of different teaching skills in accordance with the developmental needs of the major concerns. Overall speaking, the school's curriculum coordination and monitoring mechanism is effective in enhancing learning and teaching continuously.
- 2.3 The school attaches great importance to children's moral development. In recent years, it has strengthened children's knowledge of morality through picture book activities and provides them with practical opportunities to consolidate their learning. In tandem, the school adjusts the teaching content for the whole year to make room for teaching and arrange sufficient time for implementing the work plan. Teachers are arranged for training to better understand relevant teaching content and strategies. They discuss the approach of implementing the activities collaboratively in the

meetings, hence designing relevant learning activities in a more systematic manner. This school year, teachers put emphasis on nurturing a number of positive values and attitudes in children of each grade level. Teachers are able to select appropriate picture books in light of the learning objectives and needs of children. They use stories and real-life scenarios to guide children to learn about morality. They also design extended activities that are relevant to everyday life for children to practise proper behaviour. As observed, children are well behaved. They treat people with courtesy and care about schoolmates.

2.4 The school environment is neat and tidy. There are spacious outdoor and indoor venues for children to engage in physical and music activities. Teachers are good at decorating the learning environment. For example, they display children's personal photos, greeting cards and encouraging words in the classrooms to create a warm atmosphere which is conducive to children's learning. Under teachers' planning, diversified materials and games are made available in the learning corners for children to learn through manipulation, cooperation or creation that help develop different abilities of children effectively. Through activities like writing greeting cards and describing personal photos, children use languages for communication. Teachers actively create a free and open learning atmosphere. They often encourage children to participate in the design of the learning corners. For example, children are able to create signs by themselves. It is effective in nurturing children's creativity and interest in learning through daily school life. There is a zone displaying children's work in the classrooms for them to appreciate and learn from one another. Teachers also encourage children to create games by using art and craft work. For example, children proactively suggest turning a street map into a chess board and then enjoy the fun of playing chess.

2.5 Teachers are kind, polite and patient. They often give children positive encouragement and provide them with opportunities to experience success so as to build up their confidence. Teachers are well prepared for teaching. They make good use of storytelling, role-play and other interesting means to attract children and guide them to think by using questioning. To cater for children's learning needs, teachers adopt appropriate strategies such as individual guidance and adjustment of learning content to facilitate children's learning. Teachers' activity design ensures that every single child in the class has the opportunity to participate and make decisions like suggesting the content of activities to enhance the fun of learning. During free choice activities, teachers play with children and facilitate their learning

through conversation. Children are able to infuse what they have learnt into games, for example, using magnets to design a game about dinosaurs hunting for prey on their own initiative.

- 2.6 Teachers create a peaceful and light-hearted learning environment through music. They also use music as signals to begin and end the activities so that lessons are carried out smoothly and they are able to manage the classroom effectively. Teachers lead the music activities with skilful teaching and clear instructions. Tacit understanding is developed between teachers and children. Children are able to understand the commands and participate in the activities with simple hints given by teachers. However, some children sing too loudly. Teachers could remind them more often to sing with soft voices so as to nurture their sense of aesthetics. Teachers design physical activities with various levels of complexity and encourage children to take up the challenges. The activities suit children's diverse needs and teachers are able to give feedback on children's performance. The activity arrangement provides children with sufficient opportunities to play. Children have adequate amount of physical exercises. Teachers provide equipment during physical activities for children to design their own activities. From class observation, sometimes children demonstrate rich and creative ideas yet there is in short of sufficient materials. The school could pay more attention to the material supply in light of children's different design ideas with a view to fully unleashing their creativity in different activities and strengthening the learning effectiveness.
- 2.7 Children are obedient and polite. They greet people proactively, speak in polite expressions and are willing to line up and wait. Children possess good verbal communication skills and they are able to express their ideas clearly in general. They are enthusiastic about learning and willing to follow teachers' instructions. They enjoy engaging in activities with peers while helping one another, resulting in harmonious interaction. Children are familiar with the procedure of the learning activities. They are engaged in the activities attentively and try their best to accomplish fine motor skills and other daily self-care training. They are curious about the surrounding learning environment and like manipulating and exploring different things. Children attend to teachers' words, respond to the questions actively and share their thoughts. They have good hygiene habits and are happy to be group leaders to help with simple tasks such as distributing tableware.
- 2.8 Through continuous observation and keeping records, the school assesses different perspectives of child development. The assessment items are devised based on the

learning objectives with clear assessment criteria in place. The school develops learning portfolios to maintain records of children's development information such as thematic and summative assessment information, daily observation records and children's work to facilitate teachers to give children appropriate feedback. From the assessment, teachers reflect the progress of child development in concrete terms while using the assessment information to inform teaching, thereby enhancing the effectiveness of learning and teaching. The assessment information reflects the growth and learning of children. Furthermore, teachers are advised to give suggestions to parents in the assessment information so as to strengthen home-school cooperation for children's growth.

3. Recommendations for Enhancing Self-improvement of School

- 3.1 The school has made comprehensive preparation when planning for the major concern in respect of moral education. Yet, in formulating the development plan for teacher training, the school could set the task objectives with focuses according to the objectives of the plan so as to effectively devise thorough strategies and concrete success criteria for the implementation of the plan. The school is advised to further capitalise on parent resources to continuously foster parents' participation and support in school activities. It is also suggested that the school could promote the parent lesson observation activity in K2 to the rest of the grade levels and enhance the effectiveness of home-school cooperation through diversified strategies.
- 3.2 The school must ensure that K3 children have a balanced daily schedule by providing them with sufficient music, physical, art and free choice activities during the activity period for the interface between kindergarten and primary education. Experiential activities of mock dictations and tests must be cancelled. Meanwhile, the school is required to abandon the writing practice for K1 children immediately and review the curriculum for K3 children in the second school term. The learning content which is too difficult should be deleted in a bid to tie in with children's developmental needs.